CHAPTER 5

Basic Concepts of Physical Education

Questions

- **Think about how physical education teachers are often portrayed on television or in movies. What impact on the profession do you think this has?**
- **What do you see as the core purpose of physical education in schools?**
- **Reflect on your own physical education experience. What were both positive and negative aspects?**

Objectives

- **Explore the evolution of physical education to mirror society.**
- **Discuss what content is or should be taught in physical education.**
- **Discuss how Content Standards help shape instructional and curricular decisions and actions in physical education.**

Does Physical Education Have a Meaning?

- **How would you define physical education?**
  - **Motor skill acquisition**
  - **Physical fitness**
  - **Physical activity**
  - **Social skills development**

- **Quality physical education**
  - **Content: What is taught**
  - **Pedagogy: How it is taught**

Early Philosophical Influences on Physical Education

- **Influence of the developmental model (“education through the physical”)**
- **Physical fitness**
- **Motor skills**
- **Cognitive (knowledge)**
- **Social (personal and group)**

Recent Philosophical Influences on Physical Education

- **Multiactivity model**
  - Broad range of activity experiences
- **Human movement approach**
  - Gymnastics, dance, games
  - Open and exploratory
  - Body awareness, space, movement quality
- **Humanistic sport and physical education**
  - Cooperation versus competition
  - Personal and social responsibility

Evolving Approaches

- **Play and Sport Education**
  - **Inherent value in physical education rather than a means to an end**
  - **Play and sport are fundamental aspects of culture**
  - **Engage students with all aspects of sport participation in playing and nonplaying roles**
- **Sport for All: Broader definition of sport to increase overall engagement**
- **Adventure education: Personal growth through challenge and experiences in the natural environment**

National Goals and Standards

- **What should students know and be able to do? Requires measurable outcomes.**
- **Goals and standards create learning outcomes for students and teachers to work toward BUT do not prescribe a singular approach to meet them.**
- **States have adopted or modified national standards.**

So, What Is Physical Education?

- **A curriculum that equips students with knowledge, skills, and abilities to be physically active**
  - **Developmentally appropriate**
  - **Self-selection**

- **Quality physical education contains the following:**
  - **Policy and environment guidelines**
  - **Standards-based curriculum**
  - **Appropriate instruction**
  - **Student assessment**

Appropriate Training and Supervision

- **Effective physical education requires effective teachers: content (what to teach) and pedagogy (how to teach)**
- **Teacher education evolves with changing philosophies**
  - **Movement education → fitness → physical activity**
- **Supervision and mentoring during preservice experiences and continuing to apply best practices**

Key Elements of Contemporary Physical Education

- **Physical activity throughout the school day: Comprehensive School Physical Activity Programs**
  - **Before, during, and after school**
  - **Engages families and communities**

- **Inclusion of students with disabilities**
  - **Adapted physical education—least restrictive environment**
  - **Universal Design for Learning (UDL)**

Activity

- **Discuss/explain the relationship between physical activity and physical education. How are they different?**
- **What do you think should be included within quality physical education?**
- **What are the advantages and disadvantages of using standards to guide physical education curricula?**

Summary

- **Physical education has evolved with society (military preparation, national pride, public health, humanistic wellness).**
- **Physical education addresses multiple learning domains (physical, cognitive, affective/social-emotional).**
- **The emphasis should be on engaging all students.**
- **Tasks/Assignments:**
- **Next Class:**